

# UPIPS

Utah Program Improvement  
Planning System  
Round R2C

## Overview of UPIPS 2005

- Systematic evaluation of the impact of special education services on student achievement
- Emphasis on active strategic planning and continuous improvement within the framework of compliance

4/1/2007

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## Objectives of UPIPS 2006

- Ensure a meaningful and continuous process that focuses on improving academic and social outcomes for students with disabilities
- Ensure compliance with IDEA federal regulations and Utah State Board of Education Special Education Rules
- Connect district-level and school-level improvement efforts with IDEA 2004 requirements
- Support each school district and charter school in the process of self-assessment and evaluation of compliance and program effectiveness
- Support each school district and charter school in the process of improving compliance and program effectiveness
- Link program improvement activities with personnel development planning

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## Monitoring Themes

- Continuity
- Partnership with Stakeholders
- LEA Accountability
- Self-Assessment
- Data-Driven Process
- Technical Assistance

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## 5 Program Areas

- General Supervision
- Parent Involvement
- Free Appropriate Public Education in the Least Restrictive Environment
- Transitions
- Disproportionality

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## General Supervision

- LEA monitoring to ensure compliance with IDEA
  - Availability of FAPE
- Comprehensive system of personnel development for all members of IEP team

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## Parent Involvement

- Parents and eligible students know their rights and responsibilities
- Parent involvement in program improvement

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## FAPE in the LRE

- State eligibility criteria
- FAPE in the Least Restrictive Environment (LRE)
- Continuous student progress in general education and student assessment

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## Transitions

- Transition from Part C to Part B program
- Secondary Transition to post-school activities

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## Disproportionality

- State eligibility criteria and disproportionality

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## UPIPS 5 Year Cycle

- Year 1: Self-Assessment
- Year 2: On-Site Validation Visit
- Year 3: Implementation of Program Improvement Plan, Corrective Action Plan & Verification of Results of Corrective Actions
- Years 4-5: Continued Implementation of Program Improvement Plan

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## Year 1: Self-Assessment

- Form the Stakeholder Steering Committee
- Set dates for Stakeholder Steering Committee meetings
- Train Stakeholder Steering Committee
- Establish sub-committees and define assignments

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## Year 1: Self-Assessment Off-Site Data

- Forms
- Child Find System
- Identification and Evaluation
- Personnel
- Federal Reports

Due December 1, 2006

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## Year 1: Self-Assessment Off-Site Data

- Forms need to be submitted to Glenna Gallo at the USOE as soon as possible to be reviewed for compliance
- A complete listing of needed forms (blank) is included in the manual

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## Year 1: Self-Assessment Off-Site Data

- Child Find policies and procedures also need to be submitted
- Details on required elements for Child Find, as well as examples of documentation, are included in the UPIPS manual

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## Year 1: Self-Assessment Off-Site Data

- Information regarding Identification and Evaluation is also required to be submitted
- Details on required elements for Ident. & Eval., as well as examples of documentation, are included in the UPIPS manual
- Please submit completed checklist along with other documentation

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## Year 1: Self-Assessment Off-Site Data

- Include information addressing Personnel and Federal Reports
- Details on required elements for Personnel and Federal Reports, as well as examples of documentation, are included in the UPIPS manual
  - Many Federal Reports may have already been submitted

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## Year 1: Self-Assessment Off-Site Data

- Upon receiving off-site data, USOE will review data and return a summary of compliance for each item
- See UPIPS manual for an example

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## Year 1: Self-Assessment On-Site Data

- LRE
- Disproportionality
- Highly Qualified Staff
- Caseloads
- Academic Achievement (CRT) and Participation Rates
- Drop Out and Graduation Rates
- Suspension and Expulsion
- LRBI
- Classification
- Prevalence/Disproportionality
- Stakeholder satisfaction
- Other sources

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## Year 1: Self-Assessment On-Site Data

- Student Record Reviews
- Interviews
- Focus Groups

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## Year 1: Self-Assessment Data Analysis

- Compile & analyze collected data, relating it to the 5 program areas
- Present findings and analysis to Stakeholder Steering Committee for review
- Establish Program Improvement Goals that address issues identified in the off-site data sources

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## Year 1: Self-Assessment Report

- Complete Self-Assessment Report
- List of strengths
- List of areas of non-compliance
- List of recommendations for program improvement
- Write Program Improvement Plan for recommendations for program improvement
- Write Corrective Action Plan for areas of non-compliance

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## Year 1: Self-Assessment Self-Assessment Report

- Complete Self-Assessment Executive Summary
- Submit Self-Assessment Report & Request for Reimbursement to USOE

Due June 30, 2007

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## Year 2: On-Site Validation Visit

- USOE conducts on-site validation visits to validate the charter school's self-assessment report findings
- Visit includes student file review, staff interviews, & student and parent focus groups
- Report from USOE on findings
- Submit PIP/CAP Progress Report by June 30, 2008

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### Year 3: Implementation of PIP, CAP, & Verification of Results of Corrective Actions

- Continue Program Improvement Plan (PIP) and Corrective Action Plan (CAP) activities
- Implement planned CSPD activities
- Collect and review data
- Revise the PIP based on data
- Submit evidence to verify results of CAP (from self-monitoring or 2<sup>nd</sup> USOE visit)
- Submit annual progress reports on CAP and PIP by June 30, 2009

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### Years 4 – 5: Continued Implementation of PIP

- Continue to implement PIP & planned CSPD activities
- Collect & review data to measure the effectiveness of the action steps for each goal
- Revise the PIP based on continuous self-assessment
- Submit annual progress reports on PIP to the USOE by June 30 each year

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### Questions?

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